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ABSTRACT

The climate for acceptance of career education has been found to be favorable and widespread. However, serious theoretical questions remain and many operational problems persist. The ultimate acceptance of career education is related to the degree to which curriculum developers can articulate and validate the behavioral outcomes of career education programs. The aim of career education is to develop an individual who can achieve a meaningful career existence in which his individuality functions for both personal and common good. Thus, long-range curriculum goals are directed to the development of competencies and/or attitudes which will be useful in situations that may not now be predictable. Primary sources of data for conceptualizing a model for career education are the construct of career development and the foundations of vocational education. Included in this paper is a description and discussion of a curriculum model designed to facilitate career development at the K-6 level. The model is an outline for a school-based approach to career education, which is differentiated into four developmental stages with corresponding subprocesses for Grades K-12. The goals and rationale for the awareness and accommodation stages at the elementary level are described and are accompanied by a listing of integrated objectives. (SB)

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OBJECTIVES FOR CAREER EDUCATION AT THE ELEMENTARY EDUCATION LEVEL

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Objectives for Career Education at the Elementary Education Level [1]

Introduction

Widespread agreement and support exists for a concept of career education. Few individuals, however, perceive its substance or the magnitude of change which it requires. Bailey and Stadt (1973) in their text entitled Career Education: New Approaches to Human Development have attempted to demonstrate that:

> The climate for change in education, the need for substantial modifications of the basic characteristics of educational institutions, and the types of change which are recommended by prominent educational critics and theorists support a concept of career education;
>
> Career education has identifiable antecedents in the foundations of vocational education and guidance which are systematically interrelated and well founded in theory and rationale; and
>
> Models of career development, curriculum development, and educational change theory are sufficiently sophisticated to guide the development and implementation of curriculum for career education.

The remainder of this paper is devoted to the description and discussion of a curriculum framework designed to facilitate the process of career development at the elementary school level.

Definition of Terms

Commissioner Marland's leadership for career education has been acknowledged and applauded by most professionals. His speeches, public

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[1] This paper is based upon chapter 11, "A Developmental Curriculum Model for Career Education." (Bailey, L.J. and Stadt, R.W. Career Education: New Approaches to Human Development, Copyright 1973 by McKnight & McKnight Publishing Company. Duplication prohibited without permission from the publisher.

statements and interviews have been widely disseminated and discussed. Predictable and natural by-products of the growing awareness of career education are confusion, skepticism, and disillusionment. Following are many of the conditions which have given rise to this state of affairs.

1) Even though career education has identifiable and predictable antecedents and its major purposes have been enunciated throughout the long history of formal education, Commissioner Marland's Career Education Now speech caught the educational profession "off guard." Regrettably, many of the more naive educators were in fields related to career education, i.e., vocational and practical arts education and guidance.

2) While Commissioner Marland has presented an adequate case for career education, he and his associates have been deliberately non-prescriptive. Pro and con opinions abound regarding the wisdom of this approach. History will be the final judge.

3) The historical proliferation of terminology, such as vocational education, occupational education, technical education, industrial education, has produced skepticism toward new terminology, especially when it's not apparent how newer terms differ from older ones.

4) The central position of the U.S. Office of Education in the career education "movement" causes many to conjure up memories of compensatory education, ES 70, the Right to Read program and other federally-funded programs which have met with relatively little success.

5) Many of the more prominent advocates and "leaders" of career education are viewed by other professionals in light of their earlier reputations and identities in vocational education or vocational guidance. This does not question the expertise of many of the profession's most qualified spokesmen. Rather, it points up the need for clearly illustrating the commonalities and differences between career education and existing programs of vocational education and vocational guidance.

6) One of the greatest single influences on the evolution of career education has been the literature of career development theory and research. This literature and related areas of vocational psychology and sociology are, in the main, unfamiliar to most educators.

7) The recommended shift in emphasis from a content based curriculum to a process based curriculum has not been fully understood.[2]

8) Finally, whereas career education is a promising alternative to more conventional types of education, all must acknowledge that its major curriculum components do not now exist. A realistic approach to research and development is required. It must account for the magnitude of the changes required and the vast amounts of time, money, and personnel which are needed. Although considerable "action research" is now underway, much of what is being proposed in the way of curriculum is inadequate, illogical, and educationally immoral.

Even though these conditions are apparent, the author views the future of career education with considerable optimism. Kenneth Hoyt (1971) puts this well. "I see no way, right now, that we could impede this movement called 'career education,' even if we wanted to. It is too popular a concept."

Many observers of career education have expressed concern regarding the absence of a simple and all-inclusive definition of career education. The author will attempt to shed some light on that concern. Selected definitions for career education have been reviewed and discussed by Herr (1972), Goldhammer and Taylor (1972) and Hoyt, Evans, Mackin and Mangnum (1972). It is obvious that career education has been defined as a program, a concept, and a process. Examples clarify differences.

Career education as a program has been defined in terms of alternate types of delivery systems (e.g., school, employer, home-community, and rural-residential based); in terms of level (e.g., awareness, orientation, exploration, preparation, specialized education) and in terms of curriculum components (e.g., work experience, occupational information, study of technology).

As a concept, career education has been defined in terms of philosophy and rationale (e.g., economic self-sufficiency, self-actualization, preserving freedom of choice, and expanding available career options).

As a process, career education has been described in terms of observable student behavior (e.g., development and implementation of

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[2] For a scholarly account of process education see Cole, H.P. Process Education: The New Direction for Elementary-Secondary Schools. Englewood Cliffs, New Jersey: Educational Technology Publications, 1972.

a self concept, acceptance of responsibility for career planning, understanding of the American economic system, and development of employable skills).

Whereas all of these usages are technically correct, Bailey and Stadt prefer to differentiate more clearly between career education, which they regard as a concept and a program, and career development, which is more properly used to describe an individual's career behavior. The authors' definitions follow:

> Career education refers to educational programs and curriculum at many different developmental levels, and provided by several types of delivery systems, which provide experience designed to help individuals become oriented to, select, prepare for, enter, and become established in an individually satisfying and productive career. Basic to the concept of career education is the recognition that preparation for a career role must begin in early childhood if the individual is to develop the concepts, attitudes, and skills which insure freedom of choice and expand career options. Career education eliminates artificial distinctions between "general" and "vocational" education by fusing the two in a manner which enables the student to better solve personal, social, and career related problems.
>
> Career development is a term used to describe the accumulation of individual behaviors related to work, both before and after entry into an occupation. It is a developmental, continuously iterative process which progresses from infancy throughout adulthood like an expanding spiral. In curricular terms, career development refers to the behavioral outcomes of career education, primarily those related to self development; career planning and decision-making; and work attitudes, values, concepts and skills.

Purpose

Curriculum aims can be regarded in terms of a time dimension, i.e., as eventual outcomes to be achieved during adulthood, or as curriculum goals and objectives for a particular level or grade of schooling (Grobman, 1970; Krathwohl, 1965). The ultimate goal of career education may be described in terms of what Tiedeman (1971) has called "career competence" or what Gysbers and Moore (1971) refer to as the "career conscious individual." More specifically the aim is to develop an individual who can achieve a meaningful

career existence in which his individuality functions for both personal and common good.

Thus, long range curriculum goals are directed to the development of competencies and/or attitudes which will be useful in situations that may not now be predictable; often these are situations for which there are no existing prototypes (Grobman, 1970). Yet, the curriculum developer has the responsibility to define in operational terms what behaviors the individual must develop en route to the appropriate long range goal. The curriculum developer must turn to relevant bodies of theory and knowledge to (1) identify goals and objectives and (2) make purposes clear and operational. Bailey and Stadt contend that, the primary sources of data for conceptualizing a model for career education are the construct of career development and the foundations of vocational education. It now becomes apparent why Herr (1971) has defined career education as "The institutionalization of career development and the marrying of it with occupational education."

Assumptions

Grobman (1970, p. 104-105) has emphasized the importance of specifying assumptions which guide the formulation of curriculum goals and objectives: ". . . a failure by a project to identify theories of learning and philosophy of education espoused, may result in a dilution of the project's effects. With some noteworthy exceptions, few developmental projects identify a psychology of learning which they accept. Still fewer identify a guiding educational philosophy or the value judgments basic to the curriculum . . . Such philosophies, theories, and value judgments may be implicit rather than stated, but they are present in all curricula, are basic to the curriculum, and are an essential part of the assumptions underpinning the curriculum."

Throughout their book Bailey and Stadt have been careful to identify their orientation toward education and have been deliberate in stating their beliefs and professional value judgments. Following is a listing of assumptions synthesized from the literature of career development theory, which reflects their beliefs regarding the nature of career development.

1) Career development is one aspect of an individual's overall pattern of growth and learning.

2) Career development is a long-term evolutionary process, beginning in infancy and extending through adulthood.

3) Career development is the summation of a complex series of career-related decisions made by the individual over a considerable span of time.

4) An individual's striving to arrive at an appropriate occupational goal may be interpreted as an attempt to implement his self-concept.

5) Career development proceeds through a series of (primarily) culturally induced developmental periods or life stages.

6) Each developmental life stage involves meeting and coping with increasingly complex developmental tasks. The developmental tasks are susceptible to further description and elaboration.

7) Development through the life stages can be guided. The knowledge, skills, attitudes, and motivation essential for coping with the developmental tasks can be fostered and developed. Career decision-making can be done on rational bases.

8) The degree of mastery of a developmental task and the quality of an occupational decision is a function of the type, amount, and validity of data and experiences to which the individual has been exposed.

Limitations

The curriculum model described in this paper has two limitations. First, it is only an outline for a school-based approach to career education. Whereas, this model has important implications for employer-based, home-community based, and rural-residential based models, the writer does not wish to imply that this framework is comprehensive enough to encompass the goals of the other three types of career education options.

Second, it has limited scope. An attempt has been made to provide the nucleus for an integrated, developmental structure for grades K-12, containing all required, major curriculum goals and objectives which is flexible enough to be adapted to a variety of local school situations and locales. It is anticipated that the model will be considerably expanded and refined in years to come. One test of the adequacy and validity of the conceptual model will be the extent to which it fosters additional research and development.

Procedure

Subsequent sections elaborate a curriculum framework based on perceptions and interpretations of desirable career development outcomes. Four curriculum phases have been differentiated. These correspond to

the educational levels commonly referred to as primary elementary, intermediate elementary, junior high, and high school. They are:

Awareness Stage	K-3
Accomodation Stage	4-6
Orientation Stage	7-8
Exploration and Preparation Stage	9-12

These stages provide the context for ordering curriculum activities and experiences. For each of the stages, six domains of behavior have been identified. These entail the "sub-processes" of career development.

1. Concepts of self
2. Occupational, educational and economic concepts and skills
3. Sense of agency
4. Information processing skills
5. Interpersonal relationships
6. Work attitudes and values

The relationship between the six sub-processes and the four developmental stages is illustrated in Figure 1. Following sections give detailed descriptions of goals and rationale for each stage and of representative, integrated objectives.

A Developmental Curriculum Model for Career Education

Domains of Career Development Behaviors	A. Awareness K-3	B. Accomodation 4-6	C. Orientation 7-8	D. Exploration and Preparation
1. Concepts of self	A1	B1	C1	D2
2. Occupational, educational and economic concepts and skills	A2	B2	C2	D2
3. Sense of agency	A3	B3	C3	D3
4. Information processing skills	A4	B4	C4	D4
5. Interpersonal relationships	A5	B5	C5	D5
6. Work attitudes and values	A6	B6	C6	D6

Awareness Stage, Grades K-3

The period of schooling spanning the years K-3 is the child's first encounter with a formal learning environment. When a child enters the elementary school, he has long been displaying in recognizable form, inductive processes of learning (Vinacke, 1972). That is, exposure to objects through manipulation, observation, use, and os on, has lead to familiarity on the basis of which, the child forms generalizations about them. For example, through ordinary experience with articles in his environment a child learns what things are "clothes," "foods," and "animals." Up to the age of five or six, behavior is to a large degree egocentric, i.e., determined mainly by specific experiences and activities of the child.

About ages six to eight the child begins to shift from inductive to more deductive behavior (Vinacke, 1972). Awareness of concrete, perceptually known properties of and relations between objects gives way to grouping and abstract, symbolic behavior. Then, the child begins to employ already formed generalizations to deal appropriately with new objects, or with familiar objects in new ways. According to Formanek and Morine (1972), growth in concept formation and cognitive development are generally brought about by the organizing of aspects of the external environment in such a way that classes of objects or concepts are formed. In order to deal with the large numbers of objects in his world the child must represent them in some way. This representation usually involves some form of grouping or categorizing.

Based on the above, Vinacke (1972) suggests that there are two basic curriculum considerations to be recognized in the early school years. First, the child needs to be exposed to the ingredients of concepts. From knowledge of concrete properties of objects and their relations to each other, the child can evolve precise, stable, and complete conceptions. Secondly, since the child is learning how to generalize, how to symbolize, how to apply the same concept to a variety of situations, he needs practice and guidance in the efficient, harmonious, and productive cultivation of these skills. The functions of career education during the awareness stage, thus, becomes that of helping the child to perceive the ingredients which are the forerunners of more effective career development concepts and behaviors, and to develop skills for differentiating and internalizing new phenomena.

Goals and Rationale:

A1. Awareness of self

In early childhood the individual begins the process of self concept formation which continues throughout his life. Initially, the child gathers sensory impressions (i.e., "self percepts") related to

his physical configuration and his capabilities (Super, 1963). Gradually, he begins to organize his perceptions into higher-order generalications and, finally, into simple self-concepts. That is, the impression he receives from his activities and interpersonal relationships are combined to form mental pictures. Emphasis on self awareness, and differentiation of self from others helps the child develop a repertoire of self percepts which become the foundation for more accurate, and comprehensive self-concepts.

A2. Awareness of different types of occupational roles

The young child perceives people performing different types of work activities, but is not able to conceptualize differences among them (Goodson, 1970, Zimmermann and Bailey, 1971). For example, the child does not distinguish between the work that his parents may do in an occupation outside the home from the "work" that is done within the home, and from hobby and/or volunteer activities done in addition to an occupation. This goal is closely related to A4 which is designed, in part, to help the child develop skills to make such distinctions.

A3. Awareness of individual responsibility for own actions.

This goal is related to A1 in which the child begins to recognize his own uniqueness, and to A2 in which he becomes more aware of the types of roles that he and others perform. These perceptions provide the basis for the child's understanding that (1) he is responsible for his activities, and (2) controls them by choosing from available alternatives. The child's development of a sense of control is seen as a pre-requisite to his later acceptance of responsibility for career planning.

A4. Development of the rudiments of classification and decision-making skills

This goal includes the development of two types of fundamental behaviors: (1) classification abilities, and (2) practice in making decisions. With respect to the first type of behavior, research on the nature of concept formation has demonstrated that categorization ability is intimately related to children's cognitive development. Formanek and Morine (1972, p. 154) conclude that "Developing concepts such as 'group,' 'role,' or 'sanction' in the social sciences demands a skill in identifying similarities and differences in human behavior. Consequently, a child's ability to categorize would seem to bear some relation to his ability to understand much of the modern elementary school curriculum." The implications for the understanding of occupational groups is self-evident.

The emphasis on practice in decision-making is designed to acquaint the child with the "logic" of choosing from among alternatives. While most children may not be able to conceptualize decision-making as a process, they will be able to apply such methods to the choosing of alternative courses of action, alternate behaviors and alternate modes of expression. "From early childhood through adulthood the skills and motives needed for making wise decisions are essential elements in the equipment of the maturing person." (Hill and Luckey, 1969, p. 14).

A5. Learning cooperative social behavior

Like previous goals, the need for effective working relationships is a fundamental behavior of childhood that continues throughout life. As Havighurst (1953, p. 31) notes, ". . . the nine- or ten-year-old clearly shows what he will be like, socially, at fifty." The technique of behavior modification notwithstanding, Havighurst's observation is well taken in that social relationships constitute a foundation element in later adaptions to life and its demands. Effective working relationships with his peers is not some frosting on the educational cake that is desirable if it were to come about incidentally. Rather, it is an essential ingredient of the cake itself (Hill and Luckey, 1969).

A6. Development of respect for others and the work that they do

Probably at no other time does the individual have as high a regard for work as he does in early childhood. The tendency for children to play at work is well known. Kabach (1966, p. 167) notes that ". . . the younger the child the greater the interest in the actual job performance itself. Most children are natural born actors; they want to act out in order to understand what it feels like to be a carpenter or a ball player." The question is not one of <u>should</u> attitudes toward work be taught in early elementary school. Students do in fact possess work attitudes. Generally these are favorable. Rather, at issue is <u>how to preserve</u> positive attitudes so they may be used as foundation for more realistic attitudes and understandings (Herr, 1970).

<u>Illustrative Objectives</u>:

1. Begin to form generalizations about self

    1.1 Summarizes ways in which an individual may be described, e.g., emotions, actions, personal information, physical appearance

    1.2 Provides examples of own self characteristics and attributes

1.3 Recognizes uniqueness of own self

1.4 Differentiates self from others

2. Understands how interests develop

2.1 Explains what is an "interest'

2.2 Describes how people become interested in an activity

2.3 Develops "inventory" (generic sense) of own interests

3. Examines different types of human activity

3.1 Formulates a broad, general definition for what is "work"

3.2 Explains what is meant by "leisure"

3.3 Recognizes commonalities of work and leisure

4. Differentiates types of work and leisure activities

4.1 Defines the term "occupation"

4.2 Describes how an occupation differs from other types of work activity

4.3 Distinguishes between occupations, household chores, volunteer work, and leisure activity

4.4 Associates different types of work and leisure activities with various family members

4.5 Observes and talks to various workers in the school and neighborhood to gain occupational awareness

5. Examines the relationship between interests, occupations and leisure activities

5.1 Understands how interests may be satisfied in a variety of occupational roles

5.2 Explains why it is desirable to work at an occupation that one is interested in

5.3 Understands how interests may also be expressed in leisure

6. Adopts identity as that of "worker"

6.1 Lists various types of work tasks he performs regularly

6.2 Describes how the role of student is similar to that of employed worker

6.3 Describes how work he does in school can affect him in the future

7. Understands how individual needs are met in work

7.1 Describes how work has a personal meaning for every individual

7.2 Appreciates how work may enhance self dignity and worth

8. Understands the characteristics of grouping systems

8.1 Defines what is meant by a "group"

8.2 Understands how grouping can be used to organize information

8.3 Understands that objects, events, etc. can be classified in many different ways

8.4 Understands that groups can be created for different purposes

9. Understands concepts (i.e., economic groups) of goods, services consumers, and producers

9.1 Defines what is meant by the term "consumer"

9.2 Understands that everyone is a consumer

9.3 Differentiates between goods and services

9.4 Defines what is meant by the term "producer"

9.5 Provides examples of people who produce goods and people who produce (i.e., provide) services

10. Understands how goods and service producers are interrelated

10.1 Examines own family unit to understand the principle of interdependence

10.2 Explains how interdependence leads to specialization

10.3 Provides examples to illustrate how goods and service workers depend on each other

10.4 Recognizes why worker cooperation is necessary in the production of goods and services

10.5 Describes the individual work habits and attitudes that contribute to cooperative work relationships

11. Understands that production of most goods and services involve a "family" type of effort

11.1 Identifies different types of job families under the broad headings of goods and services producers

11.2 For a given occupational family, (e.g., leisure, construction, health) describes types of goods produced or services provided

12. Examines the nature of a job family (i.e., occupational group)

12.1 Recognizes the wide range of different occupations within a single family

12.2 Understands that many different levels exist within a job family

12.3 Describes what is meant by the term "job ladder"

12.4 Recognizes that individual occupations may be found in more than one job family

13. Understands that grouping can help in organizing information about interests and occupations

13.1 Reviews meaning of "interests"

13.2 Understands that an individual's specific interests may be grouped into a number of general areas

13.3 Recognizes usefulness of grouping occupations by interest area

14. Understands that information about an occupation can be organized using more than one group at the same time

14.1 Surveys a variety of goods and service occupations that involve an interest area

14.2 Surveys one interest area for goods and service occupations

14.3 Given a description of an occupation, can group it in a two-dimensional system

14.4 Understands how using more than one grouping system can be useful

Accomodation Stage, Grades 4-6

During the Awareness Stage the child is perceptually orientated; he makes judgments in terms of how things look to him. In the period from about age nine to eleven, certain mental operations begin to manifest themselves, e.g., the ability to be aware of a previous thought. According to Almy (1961) the intermediate years of education, which correspond approximately to Piaget's stage of concrete operations, are the time of intellectual development when the child is able to solve problems and give explanations in terms of concrete data. The most important specific changes in cognitive development which take place with increasing age have been summarized by Vinacke (1972, p. 142-143) as follows:

1. Progression from single to complex concepts. For example, concepts of the structure of society move from the immediate family group to the neighborhood, school, community, and so on.

2. Progression from diffuse to differentiated concepts. Thus, concepts of the self change from generalized awareness of the body and relations to others, to well-organized knowledge of roles, attitudes, traits, egc., in a complex system of needs, social relationships, and activities.

3. Progression from egocentric to more objective concepts. In the first or second grade, for example, a child may assume that a teacher knows much more about his home and parents. Later, of course, he learns to an increasing degree to treat objects and people as distinct from his own experience with them.

4. Progression from concrete to abstract concepts. In this trend, the child tends to become increasingly free from the immediately perceived properties and functions of objects and to deal with them in the classificatory sense mentioned above. For example, a younger person tends to draw pictures of particular persons (himself, or his mother), whereas older children can more readily produce a man or a child.

5. Progression from variable to more stable concepts. In earlier school years the rules of a game, or a classroom procedure, are not treated as having a set form, whereas they come in due course to be regarded as fixed. Words which at first have no stable meaning are increasingly used to signify the same kind of object and characteristics of objects.

6. Progression from inconsistent to more consistent and accurate concepts. A child in the first grade may consider any building with red clapboards to be an instance of a barn.

These changes are continuous and cumulative and are not confined solely to the intermediate level of elementary school education. Certain kinds of concepts, such as those pertaining to self, undergo very extensive development in adolescence and, often, into young adulthood. The significant feature of these cognitive changes in the Accomodation phase of career development is that they occur more rapidly in childhood than in later years.

Goals and Rationale

B1 Development of concepts related to self

In this phase, the child begins to conceptualize what he formerly only perceived (Antholz, 1972). "Self concepts are self percepts which have acquired meaning and which have been related to other self percepts. A self concept is the individual's picture of himself, the perceived self with accrued meanings." (Super, 1963, p. 18). Operationally, self-concept development at this level takes the form of helping students develop "self-understanding." Turner (1972) points out that the greater an individual's understanding of the activities in which he is interested, his ability to participate in those activities, and the value of those activities to him, the more accurate will be his choice of a later career.

An additional operational aspect of self-understanding is the provision for periodic assessment of growth and learning, and the assimilation of new information. By becoming more fully aware of characteristics of the process of change which mark growth and development, the child can (1) begin to develop a better understanding of self at a certain point in time, i.e., a concept of becoming, and (2) recognize that his understanding of self is constantly changing, i.e., he is in a process of becoming.

B2. Development of concepts related to the world of work

At this level, the child moves from perceptualization of work activities and simple generalizations, such as goods and service workers, to more sophisticated concepts. If the child is to differentiate among thousands of occupations, he must be helped to develop a "cognitive map" which will serve as a conceptual framework for later occupational orientation and exploration. The emphasis should be on learning (1) what is the world of work and how it has evolved, (2) why

occupations exist, (3) what is work, and (4) why people pursue various types of work activity (i.e., occupations) (Van Rooy and Bailey, 1972).

B3. Assuming increased responsibility for planning one's time

Awareness of individual responsibility for one's activities acquired in the previous stage, now gives way to greater independence and a certain degree of authority to make decisions for oneself. Antholz (1972, p. 30) states, "He has developed a sense of agency: he knows he can master parts of his environment."

The cultural desirability of extending a child's sense of agency has been emphasized by Havighurst (1953, p. 39), ". . . every society recognizes the growth of personal independence and initiative as desirable during middle childhood. The American society sets greater store than most by personal independence and starts training for independence at a relatively early age."

B4. Application of decision-making and classification skills

Learning how to meet change, to adapt to it, to acquire the new skills demanded by occupational change, must begin early in the child's education. Students in grade six face at the end of the year an important change: transfer to junior high school. Increasingly they are looking beyond their immediate world. The changes that are taking place become more significant in their conscious behavior. Therefore, it is important for children in the later elementary school years to develop behaviors and make decisions which will provide them with the greatest potential for occupational fulfillment under varied circumstances.

B5. Development of desirable social relationships

This goal relates very closely to B1 and is concerned with developing greater "social self" awareness. Self understanding is nourished and enhanced by impressions or reflections of self received from others. Conversely, self-understanding contributes to the development of desirable social relationships. Turner (1972) maintains that the ability to communicate and cooperate with others is facilitated in proportion to the degree that an individual understands himself.

B6. Development of work attitudes and values

During the previous stages, the child manifests work attitudes and values by taking the role of various workers. As the child becomes better able to conceptualize, his basis for choice becomes

more rational. "Since living requires choosing between values, which are more or less desirable objects or modes of action, and since many important life situations require a choice between two or more values, the growing child must develop a scale of values which will enable him to make a stable choice and to hold himself to these choices" (Havighurst, 1953, p. 36). According to Antholz (1972), if the value to work is not internalized, it becomes very difficult for the individual to achieve self direction. The probability that he will work only because and when others want him to remains high. This, in turn, has a deleterious effect on his ability to achieve the discipline of work or a positive self-concept.

Illustrative Objectives:

1. Understands the terminology used for self-appraisal and self-understanding

    1.1 Reviews what is meant by interests

    1.2 Knows what is meant by aptitudes and abilities

    1.3 Describes what is meant by values

    1.4 Differentiates among interests, abilities, and values

2. Understands that interests may vary at different points in life

    2.1 Provides examples of how interests may change as a result of growth, learning, new experience.

    2.2 Recognizes the tendency of interests to become more stable as he grows older

3. Analyzes how abilities shape interests

    3.1 Describes what is meant by the term "ability"

    3.2 Differentiates between general ability (primarily scholastic ability) and special abilities (e.g., art, music, manipulative skills, leadership)

    3.3 Describes the role of abilities in relationship to interests

4. Analyzes how values shape interests

    4.1 Understands that values determine how an individual "feels" (i.e., importance, worth) toward an activity

4.2 Differentiates own values toward various activities from those of peers

4.3 Describes the role of values in relationship to interests

5. Demonstrates an awareness of the continuing process of change that characterizes maturation

5.1 Describes a number of ways of "growing"

5.2 Identifies commonalities in individuals' growth and development

5.3 Differentiates own patterns of growth and development from others

6. Formulates present self-identity reflecting knowledge of own interests, abilities, and values

6.1 Summarizes primary areas of interest

6.2 Compares present interests with those characteristics of earlier periods

6.3 Provides examples of individual aptitudes and abilities

6.4 Recognizes assets and limitations

6.5 Provided with a list of activities, expresses the importance (value) of those activities to him

7. Judges the validity of own self-identity

7.1 Recognizes that he has several identities

7.2 Understands that the "me I see" may be different from the "me others see."

7.3 Becomes aware of how others characterize him

7.4 Compares own self-identity with the self others see

7.5 Explains how knowledge of his "social self" contributes to more accurate self-understanding

8. Becomes more aware of a "social self"

8.1 Identifies ways he relates to other persons

8.2 Attempts to characterize self as others see him

8.3 Expands his capacity to understand the feelings of others

8.4 Describes how a better understanding of self leads to better relations with others in group activity

9. Analyzes the ways his self-understanding helps him relate to others

9.1 Identifies activities which depend on cooperative relationships

9.2 Infers the effect of cooperation on the ability of people to work and play together successfully

10. Understands how Man's basic requirements (needs) result in the development of a culture

10.1 Provides examples of basic human needs: food, shelter, clothing

10.2 Describes how a culture develops to meet basic human needs

10.3 Explains how a culture in turn generates its own needs and requirements necessary to continue the culture

11. Understands that the world of work is composed of occupational units (factories, institutions, enterprises) designed to meet cultural needs

11.1 Explains why various occupational units have evolved

11.2 Illustrates by example how a particular type of occupational unit, e.g., construction company, meets a specific cultural imperative

11.3 Explains why more industrialized cultures have a greater variety of occupational units

11.4 Describes why more industrialized cultures have a greater variety of service and leisure occupations

12. Categorizes various occupational units in relationship to three types of cultural needs

12.1 Identifies those occupational units concerned with the <u>replenishment</u> of culture (primarily goods and services occupational units)

12.2 Identifies occupational units concerned with the <u>management and maintenance</u> of culture (governmental and regulatory agencies)

12.3 Identifies those occupational units concerned with the transmission of culture (primarily education)

13. Examines work in relation to the environment in which it takes place

13.1 Understands that work is physical and mental activity undertaken primarily within an occupational unit

13.2 Explains how the various jobs within an occupational unit contribute to the goal of the enterprise

14. Understands that people engage in occupations for a variety of reasons

14.1 Recognizes that a person works to satisfy various social, economic, and psychological needs

14.2 Explains how work satisfies both individual needs and the needs of society

15. Engages in a wide range of occupationally-related and leisure activities

15.1 Has opportunities to express interests and to develop goals and aspirations

15.2 Plans experiences, in and out of school, to capitalize on strengths and to strengthen weaknesses

16. Becomes aware of individual responsibility for orderly development

16.1 Understands that on the present the future is built

16.2 Lists ways in which individual actions can affect progression toward a preferred career

16.3 Assumes personal responsibility for the consequences of his choices

16.4 Relates the importance of education to planning one's own future

16.5 Understands that different kinds of occupations require varying degrees and types of educational preparation

17. Demonstrates that he is in charge of becoming himself

17.1 Explains why he is responsible for his own behavior

17.2 Identifies ways he can take responsibility for his own behavior

17.3 Identifies times in his daily life when he makes decisions on his own

17.4 Proposes why only the individual can develop his potentialities

18. Understands that career development is an ongoing, continuous, patterned process

18.1 Recognizes the fact that some day he will have to make an occupational choice

18.2 Recognizes life in the future as being continuing education and preparation for work

18.3 Lists the wide range of factors that influence behavior and development

19. Develops increased abilities for making educational, occupational, and personal decisions

19.1 Understands how a decision has important implications for future decisions

19.2 Gains a knowledge of the process of decision-making

Summary

The climate for acceptance of career education has been found to be favorable and widespread. However, professionals should not be seduced into believing that career education will be warmly received by all constituencies within education. Serious theoretical questions remain and many operational problems persist. The ultimate acceptance of career education is in no small way related to the degree to which curriculum developers can articulate and validate its behavioral outcomes. This paper is offerred as a beginning toward the creation of a more comprehensive and integrated career education curriculum.

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